



2020-2021 Recommended Plan

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# Introduction

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When our school division entered spring break this past March, we had successfully completed a significant majority of our school year. Given the extraordinary levels of uncertainty and challenge produced by a global pandemic, our staff and school community came together in profound ways to continue fulfilling our mission, “Together, we prepare our students for their future.” Though not at all ideal, we navigated complex and fluid circumstances in order to continue serving the many diverse needs of our students, staff, and families. While there were important aspects of school that were lost, we seized the opportunity to also gain new insights and develop new capacities to better serve moving forward.

At this moment in time, we face an even more formidable challenge. Four months ago, there was a hope that by this time circumstances might be more stable, predictable, and solidified by guidance and conditions supporting a more “normal” beginning to the 2020-21 school year. Unfortunately, the opposite is true. Though we are appreciative of the multitude of voluminous guidance considerations provided through many different sources, we must plan, implement, and assess our services in previously unforeseen ways; ways that are not going to be easy, comfortable, or embraced by many that we serve or serve alongside.

The revised RETURN TO LEARN Fall 2020 planning reflects many hours, days, and weeks of continued planning. Formed through a Task Force/Focus Group process that involved intensive and painstaking deliberations, we have identified an initial path forward in alignment with the guidance of local, state, and national health organizations. We wanted to provide viable and engaging opportunities for in-person learning and distance learning, balanced with ensuring that necessary safety protocols and conditions are in place.

There are two modes/options of instructional and service delivery being planned to meet the conditions of Phase 3 of the Governor’s plan: 100% Distance Learning and Hybrid In-Person Learning. Our school board’s careful consideration of the recommendations coupled with comprehensive feedback from our staff and community resulted in approval with specific modifications. These modifications include starting and extending distance learning through the end of the first quarter as well as further increasing equitable access to virtual learning. We recognize that our planning continues to occur in a fluid environment in which we must remain agile in our execution. Thank you in advance for working with your school and our school division in providing needed information in order for preparations to be expedited to meet the needs of our students, staff, and community.

I believe that the most difficult challenges we face, often provide a choice between dwelling in the frustration of seemingly insurmountable circumstances or seizing the opportunity to learn and discover new possibilities for improving in terms of who we are and what we do. In remaining constant and focused on our mission, vision, and values, we will choose the latter and press forward.



Dr. S. Scott Baker  
Superintendent

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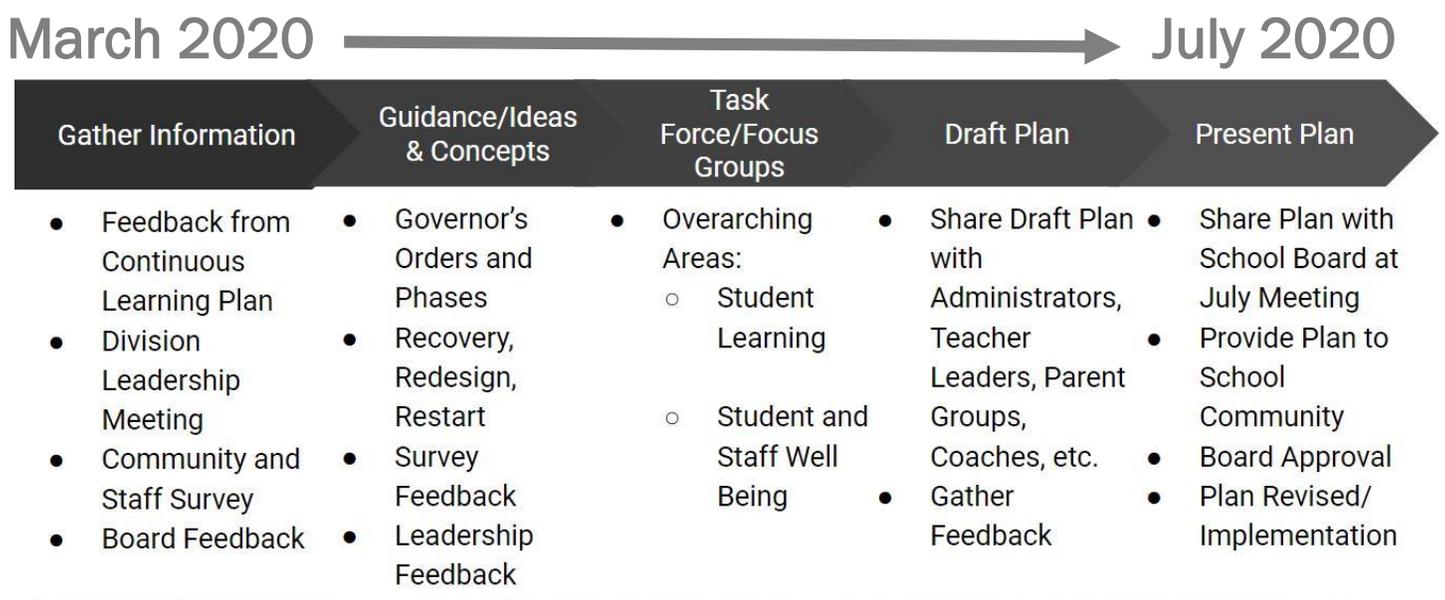
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# Process

The Virginia Department of Education (VDOE) established several task force groups to provide guidance for the 132 divisions across the Commonwealth for a safe reopening of schools. Governor Ralph Northam's phased reopening plan for Virginia along with Virginia Department of Health (VDH) guidelines were given high consideration when drafting the [Recover, Redesign, Restart \(3Rs\) plan](#). Recommendations outlined in the 3Rs document are intended to provide standard guidance for reopening; however, school divisions may implement more stringent expectations for reopening schools based on the status of the health crisis in their respective areas. Less restrictive measures may only be implemented with pre-approval from the VDOE. Spotsylvania County Public Schools (SCPS) utilized the 3Rs plan as a key resource to direct recommendations for safely opening schools for the 2020-2021 school year.

SCPS Return to Learn plan is aligned to the division's strategic plan - Engage 2025: Innovative Pathways to the Future. The division's mission statement, "Together, we prepare our students for their future," centers each recommendation for safely reopening schools and offering equitable access to learning for all students. Goal 2, the safety and well-being of students, teachers/staff, and school community are fundamental to readiness for learning and anchor each decision outlined in the return to learn plan. Moreover, stakeholder engagement in focus group/subcommittees coupled with parallel participation in various advisory groups and survey completion informed the SCPS Return to Learn plan. See the following timeline:



The process for developing the SCPS Return to Learn plan began with creating a division level team. The division planning team created focus groups or subcommittees, a timeline for tasks to be accomplished, and surveys for the staff and parents/guardians to complete. There were eight subcommittees, which included: Health and Safety; Operations and Structures; Professional Learning; Students and Staff Supports; Regulatory and Differentiated Supports; Instruction - delivery; Instruction - assessment; Instruction - environment; and Instruction - planning.

Planning meetings began with one large group session (over 90 members), followed by three subcommittee meetings, and concluding with a final large group culminating meeting. To ensure parallel process, each subcommittee became acclimated with the Recovery, Redesign, and Return plan presented by the VDOE, guiding questions for the focus groups to consider, results from the staff and parent/guardian surveys, and suggestions from numerous superintendent advisory groups. Selection of the task force members was based on staff and parent volunteer requests, principal and school recommendations, cross representation from parent and teacher advisories, and division leadership. School division leaders facilitated the groups and identified practices and concepts to be written into the larger SCPS Return to Learn plan. A division level team assembled a recommended plan in its entirety reflecting the work from all eight focus groups.

For planning purposes, a survey was created and delivered to the staff to determine the human resource capacity to support the hybrid and 100% distance learning models of instruction presented in this plan. Additionally, families will be required to complete an enrollment verification form to determine the preferred instructional model for their students for the upcoming school year, select the mode of transportation to school, and identify their access to devices and the internet. The data will be utilized for bus routing purposes, device and hot spot distribution, and staffing of schools.

The Return to Learn recommended plan was presented to the School Board on July 15, 2020. The approved plan with the School Board's recommended revisions will be submitted to the VDOE and VDH accordingly. As per the VDOE's Recovery, Redesign, and Restart Plan, each school division is required to provide the VDOE a plan for each phase prior to moving into that phase. All school divisions are expected to be prepared to move into Phase 1 at any time based on the recommendation of the Governor and/or Virginia Department of Health (VDH).

Anything that is not explicitly included in the plan document is or will be further addressed in the running [Return to Learn Q & A](#). As we shared last week, this Q & A document is fluid and will be updated as additional questions are received as well as adjusted based on up-to-date guidance from the Virginia Department of Education (VDOE) and Centers for Disease Control and Prevention (CDC).

# Models for Reopening

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In order to give students equitable access to quality learning experiences and safely open schools, SCPS will offer two models for delivering instruction: distance learning and hybrid. Based on the School Board's modifications of the approved plan, the first quarter of the school year, most students will engage in 100% distance learning. However, face-to-face instructional opportunities may be accessible to students requiring specialized education (ie: SWD, ELs, RJDC). In addition, SCPS will open schools/sites for students who do not have adequate internet connectivity to leverage equitable access to and active engagement in distance learning. Each quarter, the division will consider the impact of the pandemic locally and determine if it is appropriate to transition to the hybrid model of learning.

SCPS recognizes that parents/guardians may have apprehension about their child(ren) being able to physically return to school due to underlying health-related reasons and/or other concerns. Therefore, parents will have the option to enroll their child in either full distance learning or the hybrid model of distance and in-person learning described in the schedules below. Parents will be required to complete an enrollment verification form for each of their children, so that SCPS can ensure proper staffing assignments. Parents who do not complete the enrollment verification, will automatically be placed in the hybrid model.

## 100% Distance Learning Model

In this model, students will participate in a daily online or distance program. If a student wishes to modify their schedule and return to an in-person learning experience based on the current Phase, they may do so after the semester has been completed. Model schedules have been created with feedback from teachers and principals and schools will operate within that framework (see appendix of this document).

To support our students whose parents/guardians select this option, the following processes will be implemented:

- **Elementary School:** At the elementary level staff will provide approximately 2.5 to 3.5 hours per day of direct, synchronous instruction (whole group, small group, and individual). Elementary students will also receive one hour per day of specialized instruction, as needed, such as ESOL or special education services. Elementary curriculum includes language arts, mathematics, science, social studies, and Encore as the phase allows.

- **Middle School:** Middle school students will receive approximately 2 hours per week per course of direct, synchronous instruction (whole group, small group, and individual). Middle school curriculum is based on course enrollment, and will include language arts, mathematics, science, social studies, health and physical education, and elective courses.
- **High School:** Students at the high school level will receive approximately 2 hours per week per course of direct, synchronous instruction (whole group, small group, and individual). High school students will have the opportunity to access core and elective courses necessary to fulfill graduation requirements.

To the extent possible, students will be served by dedicated online SCPS teachers in a cohort model with other students. These students may be from their assigned school or in collaboration with students from schools across the division. Students may also receive instruction by accredited online instructors from outside the division.

Families will need to understand and be able to support their child's active participation in all online learning activities on the established schedule. Additionally, families need to work with the division to arrange for their child to take part in state assessments and other mandated educational activities.

### **100% Distance Learning Considerations**

International Baccalaureate, Advanced Placement, Career and Technical Education and other specialized electives will be offered; however, parents/students should be aware that 100% Distance Learning may not allow for the full range of experiences that will otherwise be available to enhance student learning.

Schools may consider enrolling new students into the remote online learning program at the end of each 9-week grading period on a space-available basis. Priority will be given to those students whose medical or learning needs have changed since the start of the school year.

High school student athletes who intend to participate in NCAA sports at the collegiate level should discuss the implications of online learning with their school counselor. Students and families can learn more about athletic eligibility by contacting the [NCAA Eligibility Center](#).

SCPS will transition all students to their respective school sites or typical school routine when the Governor, along with guidance from the VDH, has deemed it is appropriate according to the COVID-19 Phase.

## Hybrid In-Person Model

SCPS plan to transition to the hybrid model in the second quarter, pending the current phase recommended by the Governor in consultation with the VHD and school board approval. In an attempt to support families, SCPS will keep families with students at differing school levels (elementary, middle, and high) on the same schedule while considering that all requests may not be able to be fulfilled. For equity purposes, students with specialized learning needs may be afforded more in-person learning days. This will be determined by the school site and/or individualized learning plans. Model schedules have been created based on feedback from teachers and principals and schools will operate within that framework (see appendix of this document).

### Hybrid Schedules Phase 3

In order for students and staff to meet social distancing mandates outlined in the VDOE's Recovery, Redesign, Restart Guidance Document, instructional delivery will require a schedule with reduced in-person learning combined with distance learning. Pre-Kindergarten through 12th grade students will be divided into two groups and physically attend classes for two days during the week. Group 1 will attend school on Mondays and Tuesdays, and Group 2 will attend schools on Thursdays and Fridays. On Wednesdays, division-wide, students will participate in distance learning enabling building cleaning to occur. Also, instructional staff will engage in planning and professional development activities on Wednesdays.

#### Phase 3 Elementary:

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 Full Day In-Person	Group 1 Full Day In-Person	Building Cleaning, Virtual Planning, Professional Learning	Group 2 Full Day In-Person	Group 2 Full Day In-Person
Group 2 Full Day Distance Learning	Group 2 Full Day Distance Learning	Groups 1 & 2 Full Day Distance Learning	Group 1 Full Day Distance Learning	Group 1 Full Day Distance Learning

#### Phase 3 Secondary:

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 Full Day In-Person A-Day	Group 1 Full Day In-Person B-Day	Building Cleaning, Virtual Planning, Professional Learning	Group 2 Full Day In-Person A-Day	Group 2 Full Day In-Person B-Day
Group 2 Full Day Distance Learning A-Day	Group 2 Full Day Distance Learning B-Day	Groups 1 & 2 Full Day Distance Learning	Group 1 Full Day Distance Learning A-Day	Group 1 Full Day Distance Learning B-Day

## Hybrid Schedules Phase 2

Phase II scheduling allows Pre K-3 students and special populations physically to attend school two days per week. All other students will engage in distance learning.

### Phase 2 Elementary:

<b>PK - 3rd Grade and Special Populations:</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Group 1 Full Day In-Person	Group 1 Full Day In-Person	Building Cleaning, Virtual Planning, Professional Learning	Group 2 Full Day In-Person	Group 2 Full Day In-Person
Group 2 Full Day Distance Learning	Group 2 Full Day Distance Learning	Groups 1 & 2 Full Day Distance Learning	Group 1 Full Day Distance Learning	Group 1 Full Day Distance Learning
<b>4th-5th Grade:</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Full Day Distance Learning	Full Day Distance Learning	Building Cleaning, Virtual Planning, Professional Development  Full Day Distance Learning	Full Day Distance Learning	Full Day Distance Learning

### Phase 2 Secondary:

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Full Day Distance Learning A-Day	Full Day Distance Learning B-Day	Building Cleaning, Virtual Planning, Professional Development  Full Day Distance Learning	Full Day Distance Learning A-Day	Full Day Distance Learning B-Day

# Instruction

SCPS is committed to student-centered instruction that is rigorous, well-planned, and targeted. While this instruction will look different at each reopening phase, the focus will remain on providing students high-quality learning experiences with the following priorities:

- Planning and delivery of instruction that prioritizes students' social and emotional well-being relationships and relevant learning experiences over academic dissemination information
- Strengthening students' literacy skills across the curriculum
- Infusing the 5C's - Communication, Collaboration, Critical Thinking, Creative Thinking, and Citizenship
- Increasing structured, robust communication to all stakeholders
- Engaging, relevant professional learning for teachers and staff to support division priorities for instruction
- Continuing to focus on equitable access and outcomes



## Planning

Best practices for instructional planning remain the same in all phases. Division Instructional Liaisons and curriculum teams will update Curriculum and Pacing Guides to support teacher planning efforts.

During the Professional Learning Community (PLC) meetings, teachers will work together to plan with the following focus areas:

- Curriculum Pacing and Compacting
  - Equity/Access in resources and opportunities for all learners, to include differentiation - enrichment, remediation, intervention; technology supports
  - Meaningful connections to support transfer of skills and content knowledge
- Prioritizing Standards of Learning
- Social Emotional Strategies
- Reading and Writing in the Content Areas
- Learning that Supports Student Communication, Collaboration, Critical Thinking, Creative Thinking, and Citizenship
- Professional Learning Needs for Staff

## **Instructional Delivery**

Student-centered instruction allows students to practice, apply, and demonstrate learning in a variety of ways- both technology-based and otherwise. Professional Learning Communities collaborate for instructional approach, content, and equity. They will focus on the following areas during each instructional phase:

- Instructional Design and Reflecting
- Engagement
- Digital Tools and Technology

## **Environment**

The learning environment encompasses both the physical location and the climate of the learning. We expect that the learning environment will be student-centered, where teachers build relationships and set high expectations for learning. Teachers will foster a feeling of safety in their online community and work with each student/parent to understand their current situation.

Regardless of the instructional phase, vulnerable populations will be prioritized for in-person learning. These include:

- Under-resourced students (students lacking access to technology resources)
- English Learners (EL) levels 1, 2 and Newcomer
- Special Education students in low-incident programs such as Intellectually Disabled, and Autism

## **Assessment**

Professional Learning Communities work collaboratively to monitor instructional effectiveness and student learning through a balance of assessment types. These teams will focus on the following areas to monitor student progress during all opening phases:

- Frequent Formative and Periodic Summative Assessment
- Pre-Assessment for Learning Gaps
- Measurable Goals and Monitoring Systems
- Increase the use of performance assessments at all levels

Modifications will be made to division assessments, including the timeframe of several assessments:

- Division assessments will be adjusted as necessary
- Traditional midterm exams at the high school level will not be administered beginning this fall. Teachers will have the option of giving alternate assessments, as needed, to inform instructional practices.

## **Grading/Engagement in Learning**

- New learning, social/emotional and/or academic, will begin the first day of school
- Students are required to complete all assignments and engage in distance activities as assigned
- Teachers will issue grades and/or feedback for all assignments
- Students will have multiple opportunities to demonstrate mastery (recovery, retakes) on all graded assignments
- Recovery opportunities focus on targeted deficit areas rather than retaking an entire assessment or assignment
- Students will have the opportunity to earn full credit within the 9-week period

## **Guidelines for Parents/Guardians and Families**

Spotsylvania County Public Schools understands that the shift in student schedules and learning can cause disruptions in routines and priorities. Parents and families will need to support their children in different ways. The guidelines that follow as well as the [Student and Family Roles](#) infographic found in the appendix may assist in navigating this shift.

- **Health, Safety, and Family First:**

Be mindful of your child's stress level and any anxiety related to world events or their own changes in routines. Also, keep in mind that children are sensitive to the stress and anxiety they perceive in adults. If illness or other difficulties in your family make it difficult for your child to participate in at-home learning, please share that with your child's teacher. We are available to support you!

- **Set Aside Time and Space for Learning:**

We encourage families to establish a comfortable, distraction-free physical space, if possible, where your child can participate in at-home learning during the day. Consider how you can help maintain a sense of routine for your child, including expectations for wake-up times and bedtimes that work for your family. This [Distance Learning Tips for Families](#) infographic found in the appendix provides three reminders on how to support at-home learning.

- **Stay Connected to Your Child's Teachers:**

Teachers and families should stay connected via phone and email. Please reach out if you have questions or concerns about your child's learning. Frequent check-ins will let you gauge how your child is progressing.

- **Stay Active:**

Set expectations that your child engages in some form of physical activity every day. Exercise will help your child maintain his/her health and development. This is vitally important for a child's well-being and capacity to learn. You may also consider how your children can help with additional chores or responsibilities at home.

- **Monitor Screen Time:**

SCPS does not want students working at computer screens for extended amounts of time. Teachers will work on finding a comfortable balance between online and offline learning experiences for students during their at-home learning.

## Students with Disabilities

Goal 1 in the SCPS Strategic Plan Engage 2025: Innovative Pathways for the Future is *Student Learning: Engage all students in authentic, real-world learning experiences to become career, college, and life-ready*. This goal purposefully and intentionally notes "all students" given that as a school division, SCPS continues to strive for excellence for all students. Instruction for all students, including students with disabilities, will prioritize literacy skills throughout the content areas with an integration of the 5 C's (Communication, Creativity, Collaboration, Critical Thinking, and Citizenship) as noted above in the Instruction section. Students with Disabilities and those protected under Section 504 will be given special consideration to ensure appropriate instruction while complying with federal and state requirements. In conjunction with Goal 1, two of SCPS' Core Values within the strategic plan are Equity and Inclusivity. The division aspires to provide the resources and learning opportunities for all students to meet their educational goals and promote a culture that values and nurtures diversity, embracing the many voices and contributions of the entire school community. The instructional program will provide inclusionary practices to the fullest extent possible for Students with Disabilities and those protected under Section 504.

- **Students with Disabilities:**

Special Education services for students with disabilities will include specially designed instruction and explicit expectations for greater consistency to meet students' impact of disabilities. Individualized Educational Program (IEP) teams will meet to make educational planning determinations for students with disabilities to ensure that Instructional delivery is in alignment with the student's least restrictive environment (LRE). As needed based on IEP goals, this will include in-person specialized instruction, as well as access to instructional materials for use at home, as needed, including assistive technology tools. The Student Support Services model will be complemented by enhanced professional learning for staff and training for caregivers. When necessary, virtual meetings will be used to convene special

education procedural meetings, such as child study team meetings, reevaluation, eligibility, IEP teams, etc.

All students with disabilities have the option to participate in only distance learning at parental selection. Parents who wish to utilize solely distance learning must complete the enrollment verification process through ParentVUE. If you are not able to complete the process, please contact your child's school. In the hybrid model, elementary and secondary school students will attend school in-person two days per week and participate in distance learning for the other three days per week except for school holidays, teacher work days, and school closures. Students will have their classrooms arranged to allow for appropriate physical and social distancing.

Students with significant disabilities, who cannot learn appropriately in a distance learning model and who receive instruction through the Aligned Standards of Learning curriculum, or who participate in one of the following self-contained classroom programs: Autism self-contained and Resource, Intellectually Disabled- Mild, Moderate, and Severe, Behavior Support Programs, Programs for students with Developmental Delays, All Early Childhood Special Education Classes, Gateway Academy and Courthouse Academy, may be permitted to attend school up to 4 days per full school week, as determined to be appropriate by the student's IEP team. IEP teams for all eligible students will be meeting as needed to discuss plans for the respective student's education for the upcoming school year. IEPs will be developed to meet each student's unique needs and individual circumstances. IEPs will be implemented consistent with the School Board's Instructional and Health Plans, and IEPs will consider both in-person and distance learning.

- **Section 504:**

Students with impairments under Section 504 will receive accommodations across all instructional delivery models implemented in SCPS. Section 504 teams will meet to make individualized planning determinations for students. The student support services model will be complemented by enhanced professional learning for staff and training for caregivers. When necessary, virtual meetings will be used to convene Section 504 procedural meetings, such as child study team meetings, reevaluation, eligibility, Section 504 Plan teams, etc.

- **Local and State Resources for Special Education and Section 504:**

- SCPS: <https://www.spotsylvania.k12.va.us/domain/282>
- VDOE: [http://www.doe.virginia.gov/special\\_ed/index.shtml](http://www.doe.virginia.gov/special_ed/index.shtml)

## English Language Learners

English Learners (ELs) will receive access to the high-quality grade-level instruction all SCPS students receive. ELs will participate in grade-level instruction and activities as well as engage in English Language Development (ELD) in order to simultaneously develop English language proficiency and content understandings. It is important for students to practice reading, writing, speaking, and listening of English every day. Our ESOL and classroom teachers will work together to scaffold content based on students' background knowledge and language proficiency. ESOL teachers will ensure that students have the opportunity to practice language through content and/or specific language development activities. They will be mindful of linking content and practice with no-tech, low-tech, and high-tech supports. ESOL teachers will maintain open lines of communication with students and families. ESOL teachers will support parents with how to access technology and the online learning applications that their child's school uses.

Targeted level I and level II ESOL students who require access and/or support for learning will be provided opportunities to ensure language development and academic progress occur. Students will receive assistance with accessing content and technology. Learning will be facilitated through a structured setting for students to ask questions, receive assistance with connecting to supports, and submitting assignments. Parents and students should contact their ESOL teacher with any questions.

# School Operations

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## Health and Safety Procedures

The phased reopening of schools across the Commonwealth will require divisions to conduct operations differently. These differences are meant to protect the health and well-being of students and staff while public health risks of COVID-19 persist.

Educating, screening, monitoring, and testing are essential components of limiting the spread of COVID-19 in Virginia. An important part of keeping students and staff safe is actively encouraging sick individuals to stay home if they are ill and emphasizing to all the importance of knowing the symptoms of COVID-19. It is important to note, that regardless of the mode of instruction - virtual, blended, or in-person, all student immunizations must be up to date as per State regulations.

## **Mitigation Strategies**

SCPS' Health Services Director is working closely with the Rappahannock Area Health Department (RAHD) to ensure that procedures and strategies for mitigation of COVID-19 are aligned with CDC guidance and standards as well as the VDOE's guidance as provided in the [COVID-19 in Virginia Schools - School Health Services Recovery Plan Resource for K-12](#).

- **Education and Awareness Campaign:**

The division will launch an education and awareness campaign for stakeholders (families, staff, and community) through multiple mediums of communication. Maintaining the health and safety of students, teachers, and staff while in school is essential in the continuum of learning. As part of the education and awareness campaign, SCPS will share protocols and utilize resources provided by national and local health departments and agencies to support these efforts. For more information, please reference the VDH's guidance [When it is safe to be around others: ending isolation in non-healthcare settings](#).

- **Face coverings:**

Face coverings are recommended to reduce the spread of COVID-19 as per the CDC and VDH guidance. Cloth face coverings are barriers to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the cloth face covering coughs, sneezes, talks, or raises their voice. According to the CDC, cloth face coverings should not be worn by children under the age of 2 or anyone who has trouble breathing, is unconscious, incapacitated, or is otherwise unable to remove the mask without assistance. Moreover, the CDC recommendations state that COVID-19 can be spread by people who do not have symptoms and do not know that they are infected. To help mitigate the spread of COVID-19, it is important for everyone to wear cloth face coverings, as developmentally possible, in public settings and practice [social distancing](#) (staying at least 6 feet away from other people when possible).

- Face coverings will be required in all schools, buses, and facilities by students as developmentally appropriate, staff, and visitors.
- Employees who work in individual offices and areas, may remove the face covering when they are alone.
- [CDC Considerations for Wearing Masks](#)

- **Social Distancing:**

SCPS is following the VDH/CDC guidance to maintain recommended social distancing when possible. For specific details on SCPS procedures, go to page 22 of this document.

- **Instructional Supplies:**

Students will be expected to use individual supplies such as pencils, crayons, scissors, etc. to reduce the potential spread of germs.

- **Cleaning Buildings:**

SCPS is utilizing CDC guidance in products that are used to clean buildings. For specific details on SCPS procedures, go to page 23 of this document.

- **Staff Expectations While Working:**

Until further notice, the following are required of SCPS employee while working:

- While at schools/sites, employees are required to wear face coverings/masks. Face coverings/masks may be removed when alone in personal workspaces. Other personal protective equipment (PPE), such as gloves or face shields, may be required depending on the duties being performed. If appropriate PPE is not available to employees, they are to immediately notify their supervisor.
- Practice social distancing of at least 6 feet apart from colleagues when possible in the workplace.
- Employees must frequently wash and sanitize their hands to reduce the spread of COVID-19 while at work.
- Limit gatherings with colleagues in conference rooms, departments, work spaces, and break rooms.
- Face-to-face meetings with colleagues or the general public should be scheduled by appointment when possible. Wearing of face coverings/masks are required and 6 feet social distancing are recommended for face-to-face meetings.

- **Health Screenings:**

The School Division has developed the following protocols to reduce the spread of COVID-19 for all individuals who enter schools and facilities with the use of a daily health screening assessment.

**Students:**

Students should be monitored for signs of infectious illness, including signs of COVID-19. Monitoring includes taking temperature daily prior to being brought to school or boarding a school bus.

- If the student is sick keep the student home.
- Maintain current emergency contact information at all times.

- Staff will refer students to the clinic if a student reports or presents with any symptoms of illness not limited to signs of COVID-19 like symptoms throughout the school day.
- The school RN will notify parents and follow protocols as noted under “Sick Policies” below.

**Visitors:**

A [Daily Non-Employee Screening Questionnaire](#) is posted at designated school and building entrances. Individuals are required to review the questions prior to entering the school/building. Anyone answering “yes” to any question will not be allowed to enter the building.

**Staff:**

A [Daily Employee Screening Questionnaire](#) is posted on the Staff Google Dashboard. Each employee is required to review the questions prior to entering the school/building. Anyone answering yes to any question will not be allowed to enter the building and must contact their immediate supervisor.

**Sick Policies**

• **Suspected Student COVID-19 Case:**

- The school RN will assess sick student or staff based on current CDC and VDH guidelines and algorithms.
- The school RN will delegate clinic and isolation room management.
- Students or staff presenting with infectious illness or COVID-19 like symptoms will be provided a surgical mask and be isolated from other individuals. Students will remain isolated from others while waiting to be picked up. Staff will remain isolated from others until they leave the building directly from isolation area.
- The school RN will notify VDH of the symptoms of possible and confirmed cases of COVID-19.
- The school RN will refer to Health Care Professional for testing guidance.
- The school RN will provide a list of free testing sites to families [COVID-19 Testing Sites](#).
- The school RN will provide initial quarantine and/or isolation guidance to sick staff and families of sick students.
- Clean and disinfect as needed throughout the day.
- Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#).
- The school RN will notify Health Services and Principals of COVID-19 like illness cases.
- The school nurse will develop a close contact list and report it to VDH and Health Services.
- The school nurse will provide initial quarantine/isolation guidance for positive/probable cases and/or close contacts per current guidance for student or staff member reporting positive/probable case.

- Virginia Department of Health (VDH) will contact individuals identified as close contacts.
- Positive/probable student, positive/probable staff, and those identified as close contacts should be aware that quarantine/isolation time frame may be adjusted per VDH guidance.
- When a case of COVID-19 affecting the school or workplace has been confirmed by Virginia Department Health (VDH) officials, close contact tracing will be conducted by that agency.
- Public health officials (VDH) will determine who qualifies as a close contact and will determine the need for testing or quarantine.
- Additional disinfection will be scheduled per current CDC and VDH guidelines.
- The school Principal will be provided the following VDH letters to send out as advised by the VDH.
  - Letter for close contacts of symptomatic student or staff.
  - Letter for classroom members (NOT close contacts) of suspected case of COVID-19.
  - Letter for School-wide notification for confirmed case of COVID-19.

- **Staff Feeling Sick and Suspected Exposure to COVID-19:**

Monitoring the physical health of division employees is vital to the successful reopening of schools/sites and to continue to reduce the spread of COVID-19. If employees are feeling sick or suspect exposure to COVID-19, they are to notify their supervisor immediately and the school nurse. Moreover, employees are not to report to work, and should stay home. Contact tracing and proper disinfecting of schools/sites will be necessary to ensure the safety of colleagues and the school community.

- Persons excluded due to presumed or diagnosed with COVID-19:

Per the CDC remain home until you are

- Fever free (below 100.4) for 1 full day without the use of fever reducing medicine; and
- Other symptoms of COVID-19 are improving; and
- It has been 10 days since symptoms first appeared.
- [I think or I know I had COVID-19, and I Had Symptoms.](#)

NOTE: The above recommendations do not apply to person with severe COVID-19 or with severely weakened immune systems (immunocompromised). These persons should follow the guidance below for “Persons severely ill with COVID-19 or have a weakened immune systems (immunocompromised) due to a health condition or medication.”

- Persons diagnosed Positive COVID-19, Asymptomatic:
  - If you continue to have no symptoms, you can be with others after 10 days have passed since you had a positive viral test for COVID-19.
  - Most people do not require testing to decide when they can be around others; however, if your healthcare provider recommends testing, they will let you know when you can resume being around others based on your test results.

- If you develop symptoms after testing positive, follow the guidance above for “I think or know I had COVID-19, and I had symptoms.”
  - Persons severely ill with COVID-19 or have a severely weakened immune system (immunocompromised) due to health condition or medication:
    - People who are severely ill with COVID-19 might need to stay home longer than 10 days and up to 20 days after symptoms first appeared.
    - [Persons who are severely immunocompromised](#) may require testing to determine when they can be around others.
    - Talk to your healthcare provider for more information. If testing is available in your community, it may be recommended by your healthcare provider. Your healthcare provider will let you know if you can resume being around other people based on the results of your testing.
    - Your doctor may work with [an infectious disease expert or your local health department](#) to determine whether testing will be necessary before you can be around others.
  - If individuals continue to have no symptoms, individuals can be with others after:
    - 10 days have passed since test.
    - Depending on your healthcare provider’s advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others after you receive two negative test results in a row, at least 24 hours apart.
    - If you develop symptoms after testing positive, follow the guidance above for “I think or know I had COVID, and I had symptoms.”
- **Returning to School Campus:**
  - A student or staff member diagnosed with COVID-19 cannot return to school until they have met CDC’s [criteria to discontinue home isolation](#).
  - A sick student or staff member who has been sent home with COVID-19 like symptoms must complete the 10-day quarantine period and be fever free for 24 hours during the isolation period and have improvement of other symptoms prior to returning to campus or provide documentation from a health care provider of clearance to return to school.

IMPORTANT NOTE: The above guidance is based upon the information provided by the VDH at the time of the publication of this document. Procedures and protocols may change as this situation continues to evolve.

### **Staff Social and Emotional Well-being**

As the phased reopening of schools/sites occurs, the social and emotional well-being of employees is strengthened by cultivating a nurturing and supportive workplace. If employees are feeling insecure in this

transition, they are to communicate with their supervisors to assist in processing those feelings. In addition, the Employee Assistance Program (EAP) offers free counseling sessions and other services to all SCPS employees and their immediate family. To access EAP information, click the following link: [The Standard EAP](#).

### **Students/Staff with Compromised Immune Systems**

SCPS advises that persons at higher risk for COVID-19 should consult their Health Care Provider (HCP) for guidance regarding their work status. Specifically, employees should consult with their physician to determine if it is safe for them to return to school/work during this health crisis. Individuals should notify their school (student) or the Office of Human Resources (staff) if they have been diagnosed with a compromised immune system so that accommodations may be put in place. To support staff during this time, the following processes will be implemented:

- High risk employees must immediately notify their supervisor and the Office of Human Resources.
- High risk employees must provide documentation from their physician outlining accommodations that are considered necessary to safely and effectively fulfill their duties and responsibilities. Teleworking may be deemed a reasonable accommodation for most high risk individuals.
- The Office of Human Resources will review the medical documentation and determine if the accommodations are reasonable. A letter will be provided to employees indicating the approval of their reasonable accommodations.

### **Physical and Social Distancing**

The school division is committed to promoting social distancing guidelines and measures in order to limit disease transmission. This includes ensuring people keep a safe distance from one another (typically six feet) and limiting the number of people with whom an individual interacts. Social distancing will be utilized for division and school functions, including accommodations in the workplace and larger gatherings. This includes activities with parents and the community.

- **Permissible In-Person Instruction and Building Capacity:**  
In Phase 1, the division may offer child care programs for schools that have been issued a variance, and Special Education students with a maximum of class size of 10. In Phase 2, in addition to the provisions of Phase 1, in person instruction for Preschool through third grade, English Learners, and

summer camp programs in school buildings will be offered. In Phase 3, in-person instruction will be offered for all students, with strict social distancing measures in place.

- **Gathering Limits:**

In Phase 1, the division will maintain a maximum size of 10 individuals per room. In Phase 2, the district may increase the maximum limit to 50, providing social distancing measures are in place. For Phase 3, the maximum size may increase to 250 individuals, providing social distancing measures are in place.

- **Social Distancing:**

In Phase 1, the division will maintain six-foot separation between desks, tables, workstations, and between students and staff to the greatest extent possible. In Phases 2 and 3, six-foot separation will be maintained to the greatest extent possible.

- **Bus Capacity:**

The division will comply with the Virginia Department of Health recommendations permitting one student per seat in Phase 3.

- **Recess:**

In Phase 1, groups will be restricted to 10 or less with social distance guidelines in place. In Phase 2, groups of 50 or less are permitted with social distancing and a minimal amount of mixing of groups. In Phase 3, groups of 250 individuals or less are permitted with social distancing and a minimal amount of mixing of groups.

### **Building Cleaning**

The division will follow CDC recommendations pertaining to cleaning facilities. This includes maintaining a robust cleaning and disinfecting schedule, as well as ensuring HVAC systems are working properly.

- **General Cleaning:**

The division's custodial department will maintain regular cleaning protocols and ensure sufficient cleaning supplies are on hand. Prior to opening school, staff will ensure there is adequate staffing and supplies to meet cleaning protocols. Once schools are open and operational, these efforts will continue and will be monitored. A thorough cleaning will also be undertaken.

- **Large Spaces:**

Facility planning will be conducted regarding athletic spaces, before/after school care, and extracurricular activities.

- **Facility Usage:**

Prior to opening, staff will determine whether to permit community use of school facilities, or the degree to which community groups would be permitted to use school facilities, depending on Phase requirements.

- **VDH Facilities Requirement:**

Each facility will be evaluated by staff to ensure mandated social distancing can be maintained. Exit and entrance protocols will be established. Appropriate signage will be installed. Prior to opening, each school's capacity will be reviewed to ensure that social distancing requirements are met, that exit/entrance protocols are followed and that there is proper signage in place.

In addition, the current plan accommodating student drivers at the high school level will be reviewed and modified as necessary. Parent drop off/pick up procedures will also be reviewed and modified as necessary to maintain proper social distancing and entrance/exit protocols. Once schools are opened, custodial staff will be monitored by the custodial supervisor and principals to ensure all cleaning protocols are being followed and that schools have a sufficient number of personnel to complete cleaning tasks satisfactorily.

## Transportation

Recommendations and review of transportation protocols have been conducted as a component of the Return to Learn task force process. These include ensuring:

- The Virginia Department of Health guidelines are maintained on buses.
- Cleaning protocols are followed per CDC and VDH recommendations on a daily basis.
- Alternate school schedules are considered that maintain required social distancing while maximizing opportunities for in-person instruction. This includes reviewing routing options to support an alternate schedule.
- Special Education students are properly accommodated.
- High school specialty programs can be maintained.

## School Nutrition

The school division's third party vendor is represented on the Return to Learn task force and has helped devise procedures to maintain social distancing while providing students and staff with nutritious meals. The third party provider works with the division's Food Service Supervisor to ensure all federal and state Free/Reduced Meal requirements are met and that eligible students are able to participate.

Food Service operations must be in compliance with the National School Lunch and Breakfast Program's regulations and policies. Therefore, at the outset of the 2020-2021 school year, Food Services will continue to operate a "curbside meal delivery program" similar to the division's summer feeding format (COVID-19 Emergency Meal Response). This will enable students to receive breakfasts and lunches, by using a portable point of sales to determine Free/Reduced/Paid eligibility.

Each school site and location is unique in its building size, capacity, and even culture. Therefore, specifics of the food services programs at each school location may differ. Additional information regarding food delivery will be communicated from the school site. The enacted plan will consider the following:

- Food plans for students with allergies and/or diet restrictions can be maintained.
- Confidentiality of students who receive Free/Reduced meals is protected.
- Providing increased selections of fresh fruits and vegetables.
- Reducing intrusion on instructional time.

Students on premises accessing internet connectivity for distance learning instruction will utilize school cafeterias. These will be equipped with hand sanitizer and have preprinted social distancing markers on floors. Additionally, plexiglass dividers will be in place.

Parents will be encouraged to add meal deposits via the MYSCHOOLBUCKS online system, reducing touch points by reducing the need for staff to handle cash. In addition, all staff will wear face coverings and gloves to mitigate the possible spread of COVID-19.

The division will also explore the feasibility of using school buses to distribute food to students in the more remote locations of the county.

## School Site Afterschool Childcare

The division has contracted with the YMCA as the childcare provider. The YMCA's program follows VDH and CDC guidance regarding safety and social distancing measures.

Beginning October 12, 2020, afterschool care will be available at the following locations: Harrison Rd. Elementary, Cedar Forest Elementary, Courthouse Rd. Elementary, Chancellor Elementary, and Ron Rosner Family YMCA. Daily options for full-day childcare (for days when students are not face-to-face) will be held at Chancellor Elementary and the Ron Rosner Family YMCA.

For registration and cost details, please directly contact the YMCA at 540-735-9622 x2001 or visit the YMCA's website at <https://family-ymca.org/child-care/sacc/spotsylvania-county-sacc/>.

## Technology

SPCS' Strategic Plan Engage 2025: Innovative Pathways to the Future highlights 7 Core Values the school division strives to achieve. Of the 7, one core value is Equity stating: *We provide resources and learning opportunities that meet the unique needs of each student.* In order to support equity for students in both synchronous and asynchronous learning, SCPS will provide each K-12 student with a division-issued device, such as laptop or Chromebook, for use at home and at school. To support this 1-to-1 initiative, SCPS intends to utilize Federal CARES (Coronavirus Aid, Relief and Economic Security) funding.

While local providers shared promotions advertising low-cost or free alternatives during our initial closure of schools, SCPS recognizes that some families were unable to take advantage of these opportunities. To support and provide equitable services to the entire community SCPS will increase the number of hotspots throughout the division. SCPS is working with community partners to provide additional funding for mobile hotspots that can be used throughout the County.

- Access to the internet will remain available in the parking lots at the following schools. When connecting to the wifi network please select "scps-temp-wifi." Remain in vehicles when using these school sites for internet access. For the best signal strength, park as close to the designated area as possible.
  - Courtland Elementary (along the front of the building)
  - Cedar Forest Elementary (along the front of the building to the left of the main office entrance)
  - Harrison Road Elementary (along the front of the building to the left of the main office entrance)
  - Wilderness Elementary (along the front of the building to the left of the main office entrance)

- Massaponax High (bottom of the student parking lot between the REACH trailer and Field House)
- Riverbend High (to the right of the main entrance)
- Spotsylvania Middle (outside the trailers)
- Spotsylvania High (right side of the building in the parent drop-off parking lot).

SCPS utilizes a variety of online platforms and resources for student learning. The following are examples that students can access at school as well as at home provided that the internet is accessible.

- Online Platforms/Resources:
  - Google
  - Canvas
  - Spotsy Online
  - Virtual Virginia
  - Edgenuity courses
  - Lexia
  - IXL
  - Dreambox
  - BrainPop
  - Imagine Learning
  - Reflex

## Athletics & Activities

Spotsylvania County Public Schools, along with the Virginia High School League (VHSL) believes it is essential to the physical and mental well-being of students to return to physical activity and athletic competition.

However, in order to ensure the safety of students, coaches, and volunteers, it is critically important that all safety precautions are adhered to in an attempt to mitigate the potential spread of COVID-19. SCPS will follow all CDC, VDH, and VHSL guidance for physical and social distancing, restricting the size of gatherings for both athletes and spectators, disinfecting equipment, and other health and safety precautions. In order to make preparations for each phase transition, SCPS will remain in the previous phase for two weeks before transitioning to a new phase. On July 27, 2020, VHSL ruled to adopt the following athletic format for the 2020-2021 academic year.

- **Model 3 – Condensed Interscholastic Plan:**
  - Season 1 (Winter) December 14 – February 20 (First Contest Date – December 28) basketball, gymnastics, indoor track, swim/dive, wrestling
  - Season 2 (Fall) February 15 – May 1 (First Contest Date – March 1) cheer, cross country, field hockey, football, golf, volleyball
  - Season 3 (Spring) April 12 – June 26 (First Contest Date – April 26) baseball, lacrosse, soccer, softball, tennis, track and field

## Communications

SCPS is committed to providing parents with news and information at both the division level and the school level. SCPS provides information in a variety of formats including Blackboard notification system email and phone notifications, social media and website posts, Parent and StudentVue portals, and letters. As this is an ever changing situation, a weekly message from the Superintendent will be shared with parents and staff on Sundays and will be integrated within the message distributed at the school level.

- Division
  - Message from the Superintendent – included in weekly school communication as of 8/17/20
  - Return to Learn Plan Updates
  - Instructional Calendar Update
  
- School
  - Message from the Principal – updates on school activities or announcements
  - School Counseling Updates – tips and resources
  - Virtual Parent Hour Links
  
- Teacher
  - All communications from teachers to parents and students will be through Google Meet, or ParentVue in Synergy
  - Virtual Parent Time Hours
  - Direct Parent Email Contact As Needed

Virtual parent time is when teachers will be available by Google Meet on Wednesdays for parents to join in if they have specific questions for that teacher. They can join by video link or by phone. Exclusive links should be created and shared in the principal communication. Additionally, parents or teachers may schedule a singular conference as needed.

Elementary	Elementary Teacher #1 11:00-11:30 a.m.	Elementary Teacher #2 11:30 a.m.-noon	Elementary Special Education/ ESOL/ *Specialists Noon-12:30 p.m
Middle	Middle English/History/Electives 9:30-10:00 a.m.	Middle Math/Science 10:00-10:30 a.m.	Middle Special Education/ ESOL/ *Specialists 10:30-11:00 am
High	High English/History/Electives 8:00-8:30 a.m.	High Math/Science 8:30-9:00 am.	High Special Education/ ESOL/ *Specialists 9:00-9:30 am

\*Specialists include all professionals without Teacher of Record duties.

# Student & Staff Well-being

SCPS is committed to promoting a culture of safety, security, and wellness for all students and staff in their learning and work environments. This includes traditional schools and classrooms as well as remote learning locations in homes, apartments, motels, and other places. Our school communities are beautifully diverse. The division recognizes that students, staff, and families have been deeply impacted, not only by the trauma of COVID-19, but also by the brutality and unrest that have occurred during this difficult time. SCPS is committed to supporting all students and staff during the phased return to school in ways that acknowledge the multicultural experiences of the entire Spotsylvania community. Open and authentic communication between students, staff, and families will be critical to effectively address the collective trauma that we have experienced in ways that honor our unique experiences.

NOTE: Social Emotional Well-being of Students & Families Resources are located in the Appendix of this document.

# Roles & Responsibilities

Safely reopening of schools and providing equitable learning opportunities for all students require the active contributions of many partners. Whether participating in the hybrid model of delivering instruction or attending all virtual classes, key roles and responsibilities for students, parents and families, teachers, and school personnel are highlighted below.

Role	Responsibilities
Students	<ul style="list-style-type: none"><li>• Establish daily routines for learning.</li><li>• Identify a space in home to learn and study comfortably.</li><li>• Regularly check for communications and feedback from teachers.</li><li>• Complete assignments with academic integrity.</li><li>• Put forth best efforts when engaging in learning opportunities.</li><li>• Communicate with school counselors or teachers if resources are lacking in order to actively participate in distance learning and/or when feeling overwhelmed.</li><li>• Be a good digital citizen.</li><li>• Adhere to the division's safety protocols and the Student Code of Conduct while online, at school and on buses.</li></ul>

	<ul style="list-style-type: none"> <li>• Immediately notify a trusting adult if they are not feeling well while at school or on the bus.</li> </ul>
Parents and Families	<ul style="list-style-type: none"> <li>• Establish daily routines and expectations.</li> <li>• Identify a space in the home where student(s) can learn comfortably.</li> <li>• Regularly monitor communication from teachers, schools, and the division.</li> <li>• Begin and end each day with a check in, being mindful of stress or worry.</li> <li>• Encourage physical activity and/or exercise.</li> <li>• Support students' digital citizenship skills.</li> <li>• Communicate with school counselors or teachers if resources for student(s) are lacking in order to actively participate in distance learning and/or when feeling overwhelmed.</li> <li>• Frequently review the division's safety protocols and Student Code of Conduct for attending schools with your student(s).</li> <li>• Screen students prior to allowing them on buses or taking to school. Keep student(s) at home if they are not feeling well, and immediately notify the school(s).</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Instruction for all students will continue in a hybrid model including face-to-face instruction and through Google Classroom, Canvas, Edgenuity, or approved platforms.</li> <li>• Provide differentiated and scaffolded learning opportunities and resources.</li> <li>• Give growth producing feedback to students and intervene to support gaps in learning.</li> <li>• Update grade book weekly.</li> <li>• Maintain parent/guardian communication.</li> <li>• Check and respond to emails regularly.</li> <li>• Communicate regularly with your grade level/content teams and support staff (ESOL, SPED, SCOPE).</li> <li>• Post daily learning activities and/or provide multi-day learning tasks.</li> <li>• Provide to an administrator a copy of any document shared online so that a hard copy may be provided based parent/student requests.</li> <li>• Participate in and implement required professional learning.</li> <li>• Frequently review the division's safety protocols for attending schools with student(s).</li> <li>• Adhere to the division's safety protocols while at school and on buses.</li> <li>• Complete the Covid-19 questionnaire daily prior to entering schools/sites.</li> <li>• Remain at home, secure a substitute if needed, and immediately notify an administrator if they are not feeling well.</li> <li>• Immediately notify an administrator and/or school nurse if they are not feeling well while at school.</li> <li>• Engage in opportunities for self-care for social and emotional well-being</li> </ul>
School Nurses	<ul style="list-style-type: none"> <li>• Establish isolation areas.</li> <li>• Separate well and ill students.</li> <li>• Ensure supplies and protective equipment are accessible for students and staff accessing the clinic.</li> <li>• Facilitate mitigation strategies training for all teachers and staff.</li> <li>• Monitor the Covid-19 questionnaire data and follow up with teachers/staff accordingly.</li> <li>• Assist with contact tracing if needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate with families in accordance to the Virginia Department of Health and CDC guidance as needed.</li> <li>• Adhere to the division’s safety protocols while at school and on buses.</li> <li>• Remain at home and immediately notify an administrator if they are not feeling well.</li> <li>• Immediately notify an administrator if they are not feeling well while at school.</li> <li>• Engage in opportunities for self-care for social and emotional well-being.</li> <li>• Train unlicensed assistive personnel (UAPs) to support the clinic.</li> </ul>
Bus Drivers and Attendants	<ul style="list-style-type: none"> <li>• Participate in and implement training for safely transporting students to and from school.</li> <li>• Adhere to the division’s safety protocols while at school and on buses.</li> <li>• Remain at home, request a substitute if needed, and immediately notify an administrator if they are not feeling well.</li> <li>• Immediately notify an administrator if they are not feeling well while at school.</li> <li>• Engage in opportunities for self-care for social and emotional well-being</li> </ul>
Division Leaders	<ul style="list-style-type: none"> <li>• Maintain ongoing communication with schools/sites and the community.</li> <li>• Provide professional learning and training for administrators, teachers, and staff on safety protocols, instructional best practices, and cultivating a nurturing learning environment for all students and staff.</li> <li>• Review/update protocols and practices to maximize learning for all students and to provide a safe environment for students, teachers, and staff.</li> <li>• Support social and emotional needs of students, teachers, and staff.</li> <li>• Allocate resources to support safe and equitable learning opportunities for all students.</li> <li>• Maintain communication with teachers in the content/specialty area to ensure they have the resources and supports needed for online instruction/blended learning strategies.</li> </ul>
School/site-based Administrators	<ul style="list-style-type: none"> <li>• Create a plan for meetings with PLCs/Grade Level Teams.</li> <li>• Communicate expectations for modification/accommodation/scaffolding of assignments for all students.</li> <li>• Ensure safety and cleaning protocols are followed.</li> </ul>
Instructional Technology Resource Teachers	<ul style="list-style-type: none"> <li>• Support schools with device distribution.</li> <li>• Coach and support staff in working with digital tools such as Google Meet, Google Hangout, Google Classroom, Canvas, etc. to enhance the student learning experience.</li> <li>• Support teachers in using and reviewing formative and summative data to improve student learning and instructional practice.</li> <li>• Participate in, and support, PLC meetings where appropriate.</li> </ul>
Reading Specialists, Math Specialists, and Teaching and Learning Coaches	<ul style="list-style-type: none"> <li>• Support the instructional development of teachers in understanding the curriculum, assessments, and student learning data.</li> <li>• Support teachers in using and reviewing formative and summative data to improve student learning and instructional practice.</li> <li>• Provide formal and informal professional development as needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.</li> <li>• Participate in, and support, PLC meetings where appropriate.</li> </ul>
Special Education Teachers	<p>All Special Education teachers will manage the educational planning process for students with disabilities to reflect individualized educational decisions.</p> <ul style="list-style-type: none"> <li>• High Incidence - Modify and/or differentiate learning activities provided by general education teachers for students with disabilities as needed.</li> <li>• Low Incidence - Provide activities which incorporate instructional targets for students on caseload to address maintenance of targeted skills.</li> <li>• Collaborate with Related Service Providers (OT, PT, SLP, etc) and other Support Service providers (SSW, School Psych, Specialists, etc) in the OSSS to provide digital and/or printed activities and other resources to support student practice in these areas of need.</li> <li>• Provide ongoing support for teachers in the development of learning activities to address the needs of students with disabilities.</li> <li>• Continue all case management responsibilities for the Special Education process: IEP meetings (amendment, annual, and matriculation) and Eligibility/ Triennial Meetings.</li> </ul>
ESOL Teachers	<ul style="list-style-type: none"> <li>• Provide students with ESOL services that advance language proficiency in the four language domains.</li> <li>• Create and provide differentiated and scaffolded activities and resources for ESOL classes and/or for collaborative services with general education teachers.</li> <li>• Collaborate with general education teachers on the scaffolding and differentiation of instructional activities to promote academic achievement.</li> <li>• Manage program responsibilities: assessment accommodations, monitoring of EL and Former EL students, ELLevation documentation, parent engagement and outreach</li> <li>• Maintain frequent communication with parents and students.</li> </ul>
Gifted Resource Teachers (K-8); Gifted Coordinators (9-12)	<ul style="list-style-type: none"> <li>• Collaborate with general education teachers to provide differentiated learning strategies and experiences for students in enrichment and identified gifted (SCOPE) programs.</li> <li>• Communicate with, and provide feedback to, students as appropriate.</li> <li>• Provide timely gifted education information to parents and students.</li> </ul>
Counselors, School Social Workers, and Psychologists	<ul style="list-style-type: none"> <li>• Serve as a resource for students and parents regarding: <ul style="list-style-type: none"> <li>○ Mental health and wellness support</li> <li>○ Specific requirements for graduation and/or promotion</li> <li>○ Community-based counseling information and resources</li> </ul> </li> </ul>

# Instructional School Calendar

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The instructional calendar is developed to support student learning while meeting the expectations provided in the Code of Virginia 22.1-79.1. Previously, the SCPS School Board adopted a 2020-2021 Instructional Calendar in accordance with the statute of Virginia. However, in light of the current Covid-19 conditions, an amended instructional calendar was presented to the School Board on July 13th. The changes to 2020-21 Proposed Return to Learn Instructional Calendar meet the requirements set forth by the Code of Virginia while supporting the additional learning objectives particularly in the area of academic achievement and social emotional learning for students, staff, and parents. The nine week grading periods, early release times, and making up inclement weather days have not been modified.

On July 15, 2020, the School Board adopted the following modifications regarding the Return to Learn plan and the 2020-21 Instructional Calendar.

- Modifying the first day of school to Monday, August 17, 2020.
- Two weeks for teachers and staff to engage in professional learning related to understanding new school protocols and practices, utilizing technology tools, offering effective distance learning opportunities for students, connecting and building relationships with students and families, and supporting students' emotional needs.
- Beginning August 17, 2020, the first full week of school for students and families is to engage in learning new school protocols and practices, make connections with teachers and school personnel, understand distance learning tools and expectations, and identify social and emotional support systems.
  - This opportunity will take place virtually (i.e. Google Meet) where parents and students may participate either by logging in via a laptop device or call in from their phone. From August 17-21, 2020, to accommodate our participants, teachers will be asked to provide parents with a time to sign up for an opportunity most conducive to fit the parent schedule. This will allow for a greater opportunity to ask questions in a smaller group setting.
  - Students will not physically attend school the first week.
  - Students begin to physically attend school for the hybrid schedule on October 12, 2020, according to the outlined safety protocols and schedule noted previously.

- Three half-days formally in December have been moved to support any ongoing professional learning needs identified from the school or division level.
- January 4, 2021, and March 22, 2021, are now school days for students.
- The last day of school is changed to Friday, May 28, 2021.
- Graduation dates have been moved by one day respectively; however, the times for each ceremony have not changed.

On September 28, 2020, the School Board made the following modifications to the Return to Learn plan and 2020-2021 Instructional Calendar.

NOTE: The adopted 2020-21 Instructional Calendar is located in the Appendix of this document.

# Appendix

The following model schedules have been created with feedback from teachers and principals and schools will operate within that framework.



## Elementary 100% Distance Learning Schedule

Each child will be assigned a morning or afternoon group with their classroom teacher. The first two columns are primary grade model. The last two columns are upper grade model. Wednesday is an asynchronous day for all students and will not be face-to-face with the classroom teacher, but may offer other opportunities to meet with groups. Your school will provide a specific schedule for your child.



	Mon, Tue, Thur, Fri Grades K-2 morning group	Mon, Tue, Thur, Fri Grades K-2 afternoon group	Wednesday Asynchronous Learning	Mon, Tue, Thur, Fri Grades 3-5 morning group	Mon, Tue, Thur, Fri Grades 3-5 afternoon group	
<p><b>Group A</b></p> <p>Morning Meeting 8:45-9:00 am</p> <p>Reading/ Writing/ Language Arts/Social Studies 9:00-9:30 am</p> <p>Math /Science 9:30-10:00 am</p> <p>Encore 10:00-10:20 am</p> <p>Reading/ Writing/ Language Arts/Social Studies 10:20-10:50 am</p> <p><b>Group B</b></p> <p>Math /Science 10:50 am-11:20 am</p> <p>Intervention and Enrichment 11:20-11:40 am</p> <p>Afternoon- Asynchronous Learning: Lexia/Dreambox Indoor/Outdoor Play Independent Reading /Work Math Games</p>	<p>Morning- Asynchronous Learning: Lexia/Dreambox Indoor/Outdoor Play Independent Reading /Work Math Games</p> <p>Intervention and Enrichment 12:35-12:55 am</p> <p>Morning Meeting 12:55-1:10 am</p> <p>Reading/ Writing/ Language Arts/Social Studies 1:10-1:40 pm</p> <p><b>Group A</b></p> <p>Math /Science 1:40-2:10 pm</p> <p>Encore 2:30-2:30 pm</p> <p>Reading/ Writing/ Language Arts/Social Studies 2:30-3:00 pm</p> <p><b>Group B</b></p> <p>Math /Science 3:00-3:30 pm</p>	<p>Student Distance Learning with check-in. Students may meet with Encore or other Specialists on Wednesday.</p> <p><b>Virtual Parent Hour:</b> Parents are encouraged to login or call in with questions at the following times to get real-time answers to instructional questions. Conferences specific to your child's progress should be scheduled outside of this time.</p> <p>Classroom Teacher 11:00-11:30 am</p> <p>Teacher #2 (if applicable) 11:30 am-noon</p> <p>Special Ed/ESOL/ Specialists noon-12:30 pm</p>	<p>Morning Meeting 8:45-9:00 am</p> <p>Reading/ Writing Language Arts 9:00-10:00 am</p> <p>Social Studies/Science 10:00-10:40 am</p> <p>Math 10:40-11:40 am</p> <p>Encore 11:40 am-12:00 pm</p> <p>Afternoon- Asynchronous Learning: Lexia Dreambox Indoor/Outdoor Play Independent Reading Homework Math Games</p>	<p>Morning- Asynchronous Learning: Lexia Dreambox Indoor/Outdoor Play Independent Reading Homework Math Games</p> <p>Encore 12:10-12:30 pm</p> <p>Morning Meeting 12:30-1:00 pm</p> <p>Reading/ Writing Language Arts 1:00-2:00 pm</p> <p>Social Studies/Science 2:00-2:40 pm</p> <p>Math 2:40-3:40 pm</p>	<p>Synchronous Learning is the kind of learning that happens in real time. This means that you, your classmates, and your teacher interact in a specific virtual place, through a specific online medium, at a specific time.</p> <p>Asynchronous learning occurs through online channels without real-time interaction and may include no-tech or low-tech options.</p>	

PLEASE NOTE:  
THIS IS A SAMPLE ONLY – CHECK WITH YOUR CHILD’S SCHOOL FOR SPECIFIC SCHEDULE



# Elementary Hybrid Model Student Schedule



Monday	Tuesday	Wednesday	Thursday	Friday	
<p><b>Homeroom</b> 8:45–9:00 am</p> <p><b>Virginia Studies</b> 9:00–9:45 am</p> <p><b>Encore</b> 9:45–10:15 am</p> <p><b>Math</b> 10:15–12:00 pm</p> <p><b>Lunch</b> 12:00–12:30 pm</p> <p><b>Language Arts</b> 12:30–2:20 pm</p> <p><b>Recess</b> 2:20–2:50 pm</p> <p><b>Science</b> 2:50–3:20 pm</p> <p><b>Dismissal</b> 3:20–3:30 pm</p>	<p><b>Homeroom</b> 8:45–9:00 am</p> <p><b>Virginia Studies</b> 9:00–9:45 am</p> <p><b>Encore</b> 9:45–10:15 am</p> <p><b>Math</b> 10:15–12:00 pm</p> <p><b>Lunch</b> 12:00–12:30 pm</p> <p><b>Language Arts</b> 12:30–2:20 pm</p> <p><b>Recess</b> 2:20–2:50 pm</p> <p><b>Science</b> 2:50–3:20 pm</p> <p><b>Dismissal</b> 3:20–3:30 pm</p>	<p><b>Student Distance Learning</b></p> <p><b>Virtual Parent Hour:</b> Parents are encouraged to login or call in with questions at the following times: Teacher 11:00–11:30 am</p> <p>Teacher #2 (if applicable) 11:30 am–noon</p> <p><b>Special Ed/ESOL/ Specialists</b> noon–12:30 pm</p>	<p><b>Distance Learning</b> Blue indicates distance opportunity connect with teacher online. Black would be at-home learning.</p> <p><b>Reading</b> 9:25–9:50 am Reading assigned task 10–10:30 am</p> <p><b>Physical Recreation</b> 10:30–11:00 am</p> <p><b>Math</b> 11:20–11:45 am</p> <p><b>BREAK</b></p> <p><b>Science</b> 1:00–1:25 pm Math/Science assigned task</p> <p><b>Break</b></p> <p><b>Social Studies</b> 2:40–3:05 pm Social Studies assigned task 3:05–3:30 pm</p>	<p><b>Distance Learning</b> Blue indicates distance opportunity connect with teacher online. Black would be at-home learning.</p> <p><b>Reading</b> 9:25–9:50 am Reading assigned task 10–10:30 am</p> <p><b>Physical Recreation</b> 10:30–11:00 am</p> <p><b>Math</b> 11:20–11:45 am</p> <p><b>BREAK</b></p> <p><b>Science</b> 1:00–1:25 pm Math/Science assigned task</p> <p><b>Break</b></p> <p><b>Social Studies</b> 2:40–3:05 pm Social Studies assigned task 3:05–3:30 pm</p>	<p><b>Synchronous Learning</b> is the kind of learning that happens in real time. This means that you, your classmates, and your teacher interact in a specific virtual place, through a specific online medium, at a specific time.</p> <p><b>Asynchronous learning</b> occurs through online channels without real-time interaction and may include no-tech or low-tech options.</p>

# 100% Distance Learning Middle School 6/60 Schedule (GROUP 1)

	Monday A-Day	Tuesday B-Day	Wednesday	Thursday A-Day	Friday B-Day
8:00-8:25	A1	B7	Parents are encouraged to login, or call in with questions at the following times: <b>English, History &amp; Electives</b> 9:30-10:00 am  <b>Math &amp; Science</b> 10:00-10:30 am  <b>Special Ed., ESOL &amp; Specialists</b> 10:30-11:00 am	A1	B7
8:30-8:55	A2	B8		A2	B8
9:00-9:25	A3	B9		A3	B9
9:30-9:55	A4	B10		A4	B10
10:00-10:25	A5	B11		A5	B11
10:30-10:55	A6	B12		A6	B12
11:00-11:50	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
11:50-12:15					
12:20-12:45	Independent Practice (Homework, Independent	Independent Practice (Homework, Independent		Independent Practice (Homework, Independent	Independent Practice (Homework, Independent
12:50-1:15	Reading, Counselor/ Specialist Check-in)	Reading, Counselor/ Specialist Check-in)	<b>Student Check-In</b> A1: 12:20-12:35 A2: 12:40-12:55 A3: 1:00-1:15 A4: 1:20-1:35 A5/B11: 1:40-2:10 A6/B12: 2:15-2:45	Reading, Counselor/ Specialist Check-in)	Reading, Counselor/ Specialist Check-in)
1:20-1:45					
1:50-2:15					
2:20-2:45					

## 100% Distance Learning Middle School 6/60 Schedule (GROUP 2)

	Monday A-Day	Tuesday B-Day	Wednesday	Thursday A-Day	Friday B-Day
8:00-8:25			<b>Parents are encouraged to login, or call in with questions at the following times:</b> <b>English, History &amp; Electives 9:30-10:00 am</b>  <b>Math &amp; Science 10:00-10:30 am</b>  <b>Special Ed., ESOL &amp; Specialists 10:30-11:00 am</b>  <u>Teacher/Student Check-In</u> A1: 12:20-12:35 A2: 12:40-12:55 A3: 1:00-1:15 A4: 1:20-1:35  A5/B11: 1:40-2:10 A6/B12: 2:15-2:45		
8:30-8:55	Independent Practice	Independent Practice		Independent Practice	Independent Practice
9:00-9:25	(Homework, Independent	(Homework, Independent		(Homework, Independent	(Homework, Independent
9:30-9:55	Reading, Counselor/	Reading, Counselor/		Reading, Counselor/	Reading, Counselor/
10:00-10:25	Specialist Check-in)	Specialist Check-in)		Specialist Check-in)	Specialist Check-in)
10:30-10:55					
11:00-11:50	<b>Lunch</b>	<b>Lunch</b>		<b>Lunch</b>	<b>Lunch</b>
11:50-12:15	A1	B7		A1	B7
12:20-12:45	A2	B8		A2	B8
12:50-1:15	A3	B9		A3	B9
1:20-1:45	A4	B10	A4	B10	
1:50-2:15	A5	B11	A5	B11	
2:20-2:45	A6	B12	A6	B12	



# Hybrid Middle School Block Schedule (Cohort 1 Example)

Students will have a blended opportunity to connect with their teacher online and work independently.

	<b>MON A-DAY</b>	<b>TUE B-DAY</b>	<b>WED</b>	<b>THU A-DAY</b>	<b>FRI B-DAY</b>
8:00 am	<b>In-Person Learning Cohort 1</b>	<b>In-Person Learning Cohort 1</b>		<b>Distance Learning Cohort 2 &amp; 100% Virtual Students</b>	<b>Distance Learning Cohort 2 &amp; 100% Virtual Students</b>
9:00 am	<b>A1</b> 8:00 - 9:30 am	<b>B5</b> 8:00 - 9:30 am	<b>Virtual Parent Hour:</b> Parents are encouraged to login or call in with questions at the following times:	<b>A1 - Online and Independent Learning</b> 8:00-9:30 am	<b>B5 - Online and Independent Learning</b> 8:00-9:30 am
10:00 am	<b>A2 -</b> 9:35 - 11:05 am	<b>B6</b> 9:35 - 11:05 am	<b>English, History &amp; Electives</b> 9:30-10:00 am	<b>A2 - Online and Independent Learning</b> 9:35-11:05 am	<b>B6 - Online and Independent Learning</b> 9:35-11:05 am
11:00 am	<b>A3/Lunch</b> 11:10 - 1:10 pm	<b>B7/Lunch</b> 11:10 - 1:10 pm	<b>Math &amp; Science</b> 10:00-10:30 am	<b>A3/Lunch - Online and Independent Learning</b> 11:10-1:10 pm	<b>B7/Lunch - Online and Independent Learning</b> 11:10-1:10 pm
12:00 pm			<b>Special Ed., ESOL &amp; Specialists</b> 10:30-11:00 am		
1:00 pm	<b>A4</b> 1:15 - 2:45 pm	<b>B8</b> 1:15 - 2:45 pm		<b>A4 - Online and Independent Learning</b> 1:15 - 2:45 pm	<b>B8 - Online and Independent Learning</b> 1:15 - 2:45 pm
2:00 pm					
3:00 pm					



# Hybrid

## Middle School Block Schedule (Cohort 2 Example)

Students will have a blended opportunity to connect with their teacher online and work independently.

	<b>MON A-DAY</b>	<b>TUE B-DAY</b>	<b>WED</b>	<b>THU A-DAY</b>	<b>FRI B-DAY</b>
8:00 am	<b>Distance Learning</b> Cohort 1 & 100% Virtual Students	<b>Distance Learning</b> Cohort 1 & 100% Virtual Students		<b>In-Person Learning</b> Cohort 2	<b>In-Person Learning</b> Cohort 2
9:00 am	<b>A1</b> - Online and Independent Learning 8:00-9:30 am	<b>B5</b> - Online and Independent Learning 8:00-9:30 am	<b>Virtual Parent Hour:</b> Parents are encouraged to login or call in with questions at the following times:	<b>A1</b> 8:00 - 9:30 am	<b>B5</b> 8:00 - 9:30 am
10:00 am	<b>A2</b> - Online and Independent Learning 9:35-11:05 am	<b>B6</b> - Online and Independent Learning 9:35-11:05 am	<u>English, History &amp; Electives</u> 9:30-10:00 am	<b>A2</b> - 9:35 - 11:05 am	<b>B6</b> 9:35 - 11:05 am
11:00 am	<b>A3/Lunch</b> - Online and Independent Learning 11:10-1:10 pm	<b>B7/Lunch</b> - Online and Independent Learning 11:10-1:10 pm	<u>Math &amp; Science</u> 10:00-10:30 am	<b>A3/Lunch</b> 11:10 - 1:10 pm	<b>B7/Lunch</b> 11:10 - 1:10 pm
12:00 pm			<u>Special Ed., ESOL &amp; Specialists</u> 10:30-11:00 am		
1:00 pm	<b>A4</b> - Online and Independent Learning 1:15 - 2:45 pm	<b>B8</b> - Online and Independent Learning 1:15 - 2:45 pm		<b>A4</b> 1:15 - 2:45 pm	<b>B8</b> 1:15 - 2:45 pm
2:00 pm					
3:00 pm					



## Hybrid

### High School Block Schedule (Cohort 1 Example)

Students will have a blended opportunity to connect with their teacher online and work independently.

	MON A-DAY	TUE B-DAY	WED	THU A-DAY	FRI B-DAY
7:00 am	In-Person Learning Cohort 1	In-Person Learning Cohort 1		Distance Learning Cohort 2 & 100% Virtual Students	Distance Learning Cohort 2 & 100% Virtual Students
8:00 am	A1 - 7:35 - 9:05 am	B5 - 7:35 - 9:05 am	<b>Virtual Parent Hour:</b> Parents are encouraged to login or call in with questions at the following times:	A1 - Online and Independent Learning 7:35-9:05 am	B5 - Online and Independent Learning 7:35-9:05 am
9:00 am	A2 - 9:10 - 10:40 am	B6 - 9:10 - 10:40 am		A2 - Online and Independent Learning 9:10-10:40 am	B6 - Online and Independent Learning 9:10-10:40 am
10:00 am					
11:00 am	A3/Lunch 10:45 - 12:45 pm	B7/Lunch 10:45 - 12:45 pm	<u>English, History &amp; Electives</u> 8:00-8:30 am	A3/Lunch - Online and Independent Learning 10:45- 12:45 pm	B7/Lunch - Online and Independent Learning 10:45- 12:45 pm
12:00 pm			<u>Math &amp; Science</u> 8:30-9:00 am		
1:00 pm	A4 - 12:50 - 2:20 pm	B8 - 12:50 - 2:20 pm	<u>Special Ed., ESOL &amp; Specialists</u> 9:00-9:30 am	A4 - Online and Independent Learning 12:50 - 2:20 pm	B8 - Online and Independent Learning 12:50 - 2:20 pm
2:00 pm					



## Hybrid

### High School Block Schedule (Cohort 2 Example)

Students will have a blended opportunity to connect with their teacher online and work independently.

	MON A-DAY	TUE B-DAY	WED	THU A-DAY	FRI B-DAY
7:00 am	<b>Distance Learning</b> Cohort 1 & 100% Virtual Students	<b>Distance Learning</b> Cohort 1 & 100% Virtual Students		<b>In-Person Learning</b> Cohort 2	<b>In-Person Learning</b> Cohort 2
8:00 am	<b>A1</b> - Online and Independent Learning 7:35-9:05 am	<b>B5</b> - Online and Independent Learning 7:35-9:05 am	<b>Virtual Parent Hour:</b> Parents are encouraged to login or call in with questions at the following times:	<b>A1</b> - 7:35 - 9:05 am	<b>B5</b> - 7:35 - 9:05 am
9:00 am	<b>A2</b> - Online and Independent Learning 9:10-10:40 am	<b>B6</b> - Online and Independent Learning 9:10-10:40 am		<b>A2</b> - 9:10 - 10:40 am	<b>B6</b> - 9:10 - 10:40 am
10:00 am			<b>English, History &amp; Electives</b> 8:00-8:30 am		
11:00 am	<b>A3/Lunch</b> - Online and Independent Learning 10:45- 12:45 pm	<b>B7/Lunch</b> - Online and Independent Learning 10:45- 12:45 pm	<b>Math &amp; Science</b> 8:30-9:00 am	<b>A3/Lunch</b> 10:45 - 12:15 pm	<b>B7/Lunch</b> 10:45 - 12:15 pm
12:00 pm			<b>Special Ed., ESOL &amp; Specialists</b> 9:00-9:30 am		
1:00 pm	<b>A4</b> - Online and Independent Learning 12:50 - 2:20 pm	<b>B8</b> - Online and Independent Learning 12:50 - 2:20 pm		<b>A4</b> - 12:50 - 2:20 pm	<b>B8</b> - 12:50 - 2:20 pm
2:00 pm					

# Hybrid 6/60 Schedule (Cohort 1 Example)

Students will have a blended opportunity to connect with their teacher online and work independently.

	MONDAY A-DAY	TUESDAY B-DAY	WEDNESDAY	THURSDAY A-DAY	FRIDAY B-DAY
8:00 AM	<u>In-Person Learning Cohort 1</u> <u>A1</u> 8:00-9:00	<u>In-Person Learning Cohort 1</u> <u>B7</u> 8:00-9:00		<u>Distance Learning Cohort 2 &amp; 100% Virtual Students</u>	<u>Distance Learning Cohort 2 &amp; 100% Virtual Students</u>
9:00 AM	<u>A2</u> 9:03-10:03	<u>B8</u> 9:03-10:03		<u>A1 - Online and Independent Learning</u> 8:00 - 9:00	<u>B7 - Online and Independent Learning</u> 8:00 - 9:00
10:00 AM	<u>A3</u> 10:06-11:06	<u>B9</u> 10:06-11:06	<u>Virtual Parent Hour:</u>  Parents are encouraged to login or call in with questions at the following times:	<u>A2 - Online and Independent Learning</u> 9:03-10:03	<u>B8 - Online and Independent Learning</u> 9:03-10:03
11:00 AM			<u>English, History &amp; Electives</u> 9:30-10:00 am	<u>A3 - Online and Independent Learning</u> 10:06 - 11:06	<u>B9 - Online and Independent Learning</u> 10:06 - 11:06
12:00 PM	<u>A4/Lunch</u> 11:09-12:39 pm	<u>B10/Lunch</u> 11:09-12:39 pm	<u>Math &amp; Science</u> 10:00-10:30 am	<u>A4/Lunch - Online and Independent Learning</u> 11:09 - 12:39	<u>B10/Lunch - Online and Independent Learning</u> 11:09 - 12:39
1:00 PM	<u>A5</u> 12:42-1:42	<u>B11</u> 12:42-1:42	<u>Special Ed., ESOL &amp; Specialists</u> 10:30-11:00 am	<u>A5 - Online and Independent Learning</u> 12:42 - 1:42	<u>B11 - Online and Independent Learning</u> 12:42 - 1:42
2:00 PM	<u>A6</u> 1:45-2:45	<u>B12</u> 1:45-2:45		<u>A6 - Online and Independent Learning</u> 1:45 - 2:45	<u>B12 - Online and Independent Learning</u> 1:45 - 2:45
3:00 PM	<u>Dismissal</u> 2:45	<u>Dismissal</u> 2:45			

# Hybrid 6/60 Schedule (Cohort 2 Example)

Students will have a blended opportunity to connect with their teacher online and work independently.

	MONDAY A-DAY	TUESDAY B-DAY	WEDNESDAY	THURSDAY A-DAY	FRIDAY B-DAY
8:00 AM	<u>Distance Learning</u> Cohort 1 & 100% Virtual Students	<u>Distance Learning</u> Cohort 1 & 100% Virtual Students		<u>In-Person Learning Cohort 2</u> <u>A1</u> 8:00-9:00	<u>In-Person Learning Cohort 2</u> <u>B7</u> 8:00-9:00
9:00 AM	<u>A1</u> - Online and Independent Learning 8:00 -9:00	<u>B7</u> - Online and Independent Learning 8:00 -9:00			
10:00 AM	<u>A2</u> - Online and Independent Learning 9:03-10:03	<u>B8</u> - Online and Independent Learning 9:03-10:03	<u>Virtual Parent Hour:</u>	<u>A2</u> 9:03-10:03	<u>B8</u> 9:03-10:03
11:00 AM	<u>A3</u> - Online and Independent Learning 10:06 - 11:06	<u>B9</u> - Online and Independent Learning 10:06 - 11:06	Parents are encouraged to login or call in with questions at the following times:	<u>A3</u> 10:06-11:06	<u>B9</u> 10:06-11:06
12:00 PM	<u>A4/Lunch</u> - Online and Independent Learning 11:09 - 12:39	<u>B10/Lunch</u> - Online and Independent Learning 11:09 - 12:39	<u>English, History &amp; Electives</u> 9:30-10:00 am	<u>A4/Lunch</u> 11:09-12:39 pm	<u>B10/Lunch</u> 11:09-12:39 pm
1:00 PM	<u>A5</u> - Online and Independent Learning 12:42 - 1:42	<u>B11</u> - Online and Independent Learning 12:42 - 1:42	<u>Math &amp; Science</u> 10:00-10:30 am		
2:00 PM	<u>A6</u> - Online and Independent Learning 1:45 - 2:45	<u>B12</u> - Online and Independent Learning 1:45 - 2:45	<u>Special Ed., ESOL &amp; Specialists</u> 10:30-11:00 am	<u>A5</u> 12:42-1:42	<u>B11</u> 12:42-1:42
3:00 PM				<u>A6</u> 1:45-2:45	<u>B12</u> 1:45-2:45
				<u>Dismissal</u> 2:45	<u>Dismissal</u> 2:45

# SCPS Distance Learning

## The Role of Student and Family

During this time of change, there are ways that students and families can ensure optimal at-home learning experiences. Whether completing work online or paper-pencil, attending to active participation, frequent communication, and wellness will set you up for success.

### Active Participation

#### Student Role

- Log in to the learning platform (Google Classroom/Canvas) or complete paper-pencil assignments
- Participate in recorded instruction if applicable and you have access
- Check your Gmail daily

#### Family Role

- Ensure students log in to the learning platform or complete paper-pencil at-home assignments
- Help student to monitor progress by establishing to-do lists
- Encourage students to do their best to complete work

### Frequent Communication

- Communicate with your teacher when you have questions. Adjusting to this new learning environment will take time!
- Respond to any emails you receive from your teacher

- Talk with your student about how they are doing with their learning/classwork
- Contact the teacher(s) if you have any questions or need assistance with an assignment

### Wellness

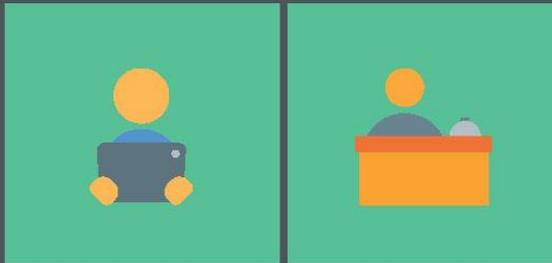
- Set a schedule for each of your subjects for the week
- Give yourself time for breaks, physical activities, and tech checks (phone/game time)
- Talk with your teacher/parent/guardian about difficulties or frustrations

- Help your student with time management
- Provide encouragement and celebrate successes
- Connect with your student's teacher or school counselor with any concerns

# SCPS DISTANCE LEARNING TIPS FOR FAMILIES

## *Step 1:*

### FIND A SHARED SPACE



Consider a shared area of the home with space to work.

## *Step 3:*

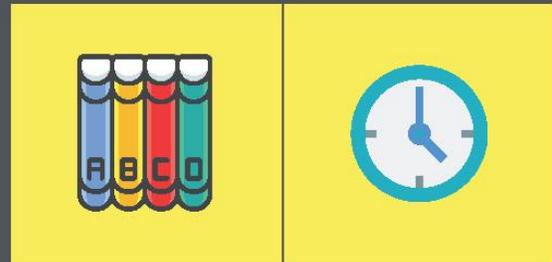
### CHECK STUDENT PROGRESS



Daily tasks: Check Gmail with student, create a do-to list and monitor completed tasks, end the day with a summary of learning.

## *Step 2:*

### CREATE A SCHEDULE



Keep routines such as bedtime consistent. Schedule a time for individual subjects, breaks, and physical activities.

## Social Emotional Well-being of Students & Families Resources

The following resources are available to assist families who may be experiencing a difficulty in framing discussions and/or meeting various needs of their child(ren):

- Information Resources for Supporting Wellness During the Pandemic:
  - [Considerations for Military-Connected Learners](#)
  - [Considerations for Early Learners Quick Guide](#)
  - [Considerations for Parents and Caregivers Quick Guide](#)
  - [Considerations for English Learners Quick Guide](#)
  - [Considerations Students with Disabilities Guide](#)
- Resources for Engaging in Multicultural Conversations about Diversity
  - [Tips for Respectful Conversations in Schools, Workplaces, and Communities](#)
  - [Books for all ages that can help explain racism and protests to kids](#)
  - [Talking to Kids about Discrimination](#)
  - [How to Talk to Kids about Race](#)
- Local, Community-Based Supports:
  - A number of community and mental health supports can be found on the division website:
    - <https://www.spotsylvania.k12.va.us/Page/2321>
  - In addition to the resources mentioned above, parents/guardians are encouraged to reach out to their child's school with any questions and/or concerns, or may need assistance in accessing any of the programs provided. We are here to help.

## Social Emotional Well-being of Staff Resources

Employees or their family members who find themselves in need of assistance should not hesitate in reaching out to their school principal and/or the Office of Human Resources. We are here to help.

- <https://www.spotsylvania.k12.va.us/Page/573>
- 540-834-2500 ext.1500



# Spotsylvania County Public Schools 2020-2021 Instructional Calendar

\* Revised September 29, 2020

- New Teacher Orientation Days
- First Day of School
- Open House
- Early Release Days, All Schools
- Student/Teacher Holiday
- Teacher Planning & Development Days
- Parent/Teacher Conferences
- End of Grading Period
- Early Release Days, High Schools

July '20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**July**  
30-31 New Teacher Orientation Days

**August**  
3-4 Division Professional Learning  
17 First Day of School  
17-19 Open Houses - specific dates will be shared by each school

August '20						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**September**  
4 Early Release - All Schools  
7 Student/Teacher Holiday  
10 Interim Reports sent home  
15 High School Conference Night  
16 Middle Schol Conference Night  
17 Elementary Conference Night

September '20						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**October**  
9 End of 1st 9-weeks grading period  
12 First Day of Hybrid Learning  
15 Report Cards sent home

October '20						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**November**  
3 Teacher Planning & Development Student Holiday  
12 Interim Reports sent home  
16 Early Release - All Schools  
17 High School Conference Night  
18 Middle Schol Conference Night  
19 Elementary Conference Night  
25-27 Fall Break

November '20						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**December**  
18 Early Release - All Schools  
End of 2nd 9-weeks grading period  
21-31 Winter Break

December '20						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**Early Release Times**  
11:15am High School  
11:45am Middle School  
12:30pm Elementary School

**High School Graduations**  
May 26, 2021 5:00 p.m. Massaponax  
7:30 p.m. Spotsylvania  
May 27, 2021 5:00 p.m. Riverbend  
7:30 p.m. Chancellor  
May 28, 2021 5:00 p.m. Courtland

**January**  
1 Winter Break  
4 Early Release - All Schools  
7 Report Cards sent home  
18 Student/Teacher Holiday

**February**  
4 Interim reports sent home  
8 Teacher Planning & Development Student Holiday  
9 High School Conference Night  
10 Middle Schol Conference Night  
11 Elementary Conference Night  
15 Student/Teacher Holiday

**March**  
12 Early Release - All Schools  
End of 3rd 9-weeks grading period  
15-19 Spring Break  
25 Report Cards sent home

**April**  
2 & 5 Student/Teacher Holiday  
22 Interim Reports sent home  
27 High School Conference Night  
28 Middle Schol Conference Night  
29 Elementary Conference Night

**May**  
25 High School Early Release  
26-28 Early Release - All Schools  
28 Last Day of School  
End of 4th 9-weeks grading period  
31 Holiday

January '21						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '21						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '21						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '21						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May '21						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '21						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**Inclement Weather Days**  
Days 1-9 will not made up

**180 Student Days**  
1st Nine weeks - 39 days  
2nd Nine weeks - 46 days  
1st Semester = 85 days  
3rd Nine weeks - 47 days  
4th Nine weeks - 48 days  
2nd Semester = 95 days

\*Spotsylvania County School Board reserves the right to modify this calendar.